COLLECTION DEVELOPMENT POLICY

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A. INTRODUCTION

This policy encompasses the philosophy, goals, and standards guiding the systematic development of all parts of the Library’s collections. It has been established by the Library faculty, in conjunction with the faculty and administration of the University. It is to be used as a guide to, and a planning tool for, the systematic selection of recorded knowledge according to a rationale founded on priorities that have been identified to serve the information and research needs of the college community most effectively.

A collection development policy, including individual subject profiles, should be an organic document, responsive to the dynamics of curricular activity and needs. The policies described herein are subject to continual review and reformulation as may be mandated by institutional direction and conditions.

B. GOALS AND OBJECTIVES

In accordance with the Mission Statement of Lamson Library (see ADDENDA), the Library’s collections actively support and enhance the educational objectives of Plymouth State University by acquiring print and non-print resources which serve the informational, instructional, and research needs of the University community. The University community would be defined as the body of undergraduate, graduate, and non-degree students, as well as the teaching faculty, and administrative and non-academic personnel. Whereas the primary educational mission of the University is in support of approximately 50 undergraduate and 6 graduate degree programs, including a doctoral program in Educational Leadership, the PRIMARY collection objectives are in support of these instructional areas and levels. Highly specialized research materials are not normally acquired, although the Library does acquire and make available those materials needed for basic research by the faculty or administrative personnel which will be frequently used and of long-term value to the University community. Also, within the limitations of its resources, the Library does acquire and make available library materials in subject areas of general public interest which may not be included in the curriculum of the University.

The Library’s collection objectives include maintaining balanced growth: building on areas of strength and curricular focus, developing new areas as required by curricular expansion, and improving under-represented areas of the collection. Predominantly English-language materials are acquired, the exception of those which support the programs in Foreign Languages, and certain items recognized to be standard or essential to a discipline which are available only in the original language, or for which there exists no acceptable English-language edition.

Emphasis is also on current acquisition, since academic titles tend to go out of print fairly quickly, and it is more expedient to obtain materials at current prices when they are readily available. Where necessary, materials are obtained retrospectively but on a selective basis.

Normally, only one copy of a title is acquired, unless special use, demand, or relevance to the curriculum justifies duplicate copies.

The Library also supports a series of policy statements by the American Library Association (and generally adopted by the library profession in general), concerning the responsibilities of librarians and libraries and open access to information and materials. The “Freedom to Read Statement,” “The Library Bill of Rights,” and the “Intellectual Freedom Statement” may be found in the ADDENDA.
C. SELECTION RESPONSIBILITIES

The Library faculty and the departmental teaching and research faculty work cooperatively in the selection process. Each Library faculty member serves as a liaison to one or more departments or discipline areas, not only for the selection of materials, but to facilitate and enhance communication, awareness, and cooperation between the Library and teaching departments with regard to information needs. Similarly, each academic department may designate a faculty member to be a liaison to the Library to reciprocate this exchange. Academic department liaisons are encouraged to discuss concerns about library services and resources with their corresponding Library liaison, and to keep them apprised of developments or changes in departmental curricular matters that would affect the Libraries services and resources. The Library liaisons are responsible for keeping academic departments informed of policies and procedures which may affect teaching faculty and students, and for apprising them of new materials potentially useful to their teaching or research, and the work of their students.

While the professional Library faculty are ultimately responsible for the comprehensiveness and integrity of the collection overall, ALL faculty are strongly encouraged to recommend the acquisition of appropriate library materials in their subject fields.

D. GENERAL SELECTION GUIDELINES.

The primary criteria to be considered in materials selection are:

1. The appropriateness of subject and intellectual level to the University’s instructional programs.
2. The timeliness or currency of the subject matter.
3. Known or projected demand of use.
4. The suitability and currency of the format (usability, ease of access, durability).
5. The reputability of the publisher.
6. Cost – not as a selection criteria per se, but as an influence upon the ultimate purchasing decision, compared to similarly available materials that may be more cost effective. Individual titles over $400 are reviewed for approval by all Library faculty.

Generally, titles for selection should have received favorable published reviews by reputable critics in standard reliable professional review media. Evaluative publications typically used by Library faculty for selection include *Choice, Library Journal, College & Research Libraries, Publishers’ Weekly, American Reference Books Annual, School Library Journal, Booklist,* etc., as well as any number of review journals specific to the academic disciplines. Other identifying sources of potential selections would be annual bibliographies, current guides to the literatures, and publishers’s catalogs.
E. POLICIES FOR SPECIFIC COLLECTIONS

1. Periodicals

For the purpose of this policy, the periodical collection both in print and online includes journals, magazines, and newspapers. The periodical collection contains a wide range of titles needed to ensure that the most current scholarly information in all curricular fields is available for students and faculty. In addition, a select number of general and popular titles are available to provide for the more general interests of the academic community.

Priority is given to titles that are directly relevant to the curriculum, to the research needs of the students and to faculty course preparation. Requests for new periodicals must indicate specific courses or programs that the title will support, as well as anticipated future use and research interest. Preference is given to those titles indexed in electronic sources. As with monographic titles, requests for periodical purchases may be made by librarians and faculty. However, because periodical acquisitions entail a long-term, continuous, and significant commitment of annual funds, decisions on adding periodical titles require more close evaluation and approval by the entire library faculty.

The Library prefers to purchase online, full-text periodical access either from a reliable database or other vendor.

The Library very rarely purchases a variety of materials in microform (microfiche/microfilm) to provide access to materials which would otherwise be unavailable, non-durable, too costly, or which would require prohibitively large amounts of space in hard copy. Requirements for maintenance, access and replication, potential for theft, mutilation, and deterioration also influence the decision for microform purchases. The Library typically acquires microform for backfiles of periodicals and newspapers that are not available full-text online or other historical material that also is not available in digital format.

2. Reference

The Library’s Reference Collection is designed to meet a wide range of research needs in all curricular subject areas, including historical, statistical, legal, biographical, scientific, bibliographic, and geographic information.

Twenty-first century standards recommend that most reference access should be full text online, either from a reliable database or other vendor. This is especially true of large, multi-volume sets. Any print-based collections should be continually evaluated to ensure that the most up-to-date publications are available.

Reference materials of the following types are acquired in accordance with the general selection criteria for all materials:

- Encyclopedias, both general and subject-specific, of a level appropriate to the university’s academic programs
- English language and major foreign language dictionaries
- Subject-specific dictionaries, handbooks, bibliographies and guides to the literature in all curricular areas
- Directories
• Biographical sources, both general, and those covering specific subject areas
• Statistical sources
• Atlases, gazetteers, and other geographical sources
• Basic sources for legal research, including digests, reporters, and law codes on the state (NH) and federal level

Due to the specific purpose of reference materials, in addition to primary criteria of authority, scope and audience, special attention is paid to currency or timeliness of the material, and to the format/arrangement/accessibility factor.

3. K-12 Curriculum and Children’s Literature Collection

These two specialized collections serve to support the professional programs of the various education departments and programs at Plymouth State University. Curriculum and Children’s Literature materials are intended to be used by students in their efforts to develop skills needed to identify, select, and evaluate materials in various media used in teaching at the K-12 levels. The Curriculum Collection includes elementary and secondary level textbooks (including teachers’ manuals, workbooks, and activity books) covering subject areas in which teacher education degrees are offered; as well as curriculum guides; multi-media sets; and separate audio-visual formats; realia; and games.

This collection should reflect, when possible, the most recent editions, and the most current media forms.

The Children’s Literature collection provides a substantial representation of current publishing for children, ranging from pre-Kindergarten (Easy readers) through young adult-level. The collection includes fiction and nonfiction works, picture books, the annual Newbery and Caldecott Award winners, basic reference materials such as encyclopedias and dictionaries, and a select number of children’s periodicals.

4. New Hampshire Documents

Lamson Library is a depository library for New Hampshire publications, and automatically receives documents as they become available.

F. THE MICHAEL J. SPINELLI, JR. CENTER FOR UNIVERSITY ARCHIVES AND SPECIAL COLLECTIONS

Mission Statement

The Michael J. Spinelli, Jr. Center for University Archives and Special Collections collects, organizes, preserves, and makes accessible, material in many formats relating to the history of Plymouth State University, the North Country and Lakes Region of New Hampshire, and other rare and historic items in support of the mission and curriculum of the university and to serve as a cultural resource for the region.

Other collection strengths that are being built upon include White Mountains history and tourism, and fine press and artists’ books.
As the Plymouth State University Archives, gifts of material are accepted related to the institution or the surrounding area. This could be photographs, scrapbooks, class notes or syllabi, pamphlets and brochures. The archive has substantial collections of official publications, such as yearbooks, catalogs, newspapers, and commencement programs. Gifts of these types of material may not be retained if the archive is in possession of multiple copies. Items of a personal nature are most welcome, as they help to give a sense of daily life at the institution through time. Scrapbooks, photographs, clothing, correspondence, are examples of this type of material.

G. GIFTS

Lamson Library welcomes donations of money, books, and other appropriate material. The gifts are evaluated by the same standards as purchased materials. Only those which are appropriate for the collection are added.

In order to maintain a collection that supports the information needs of the academic community, many gifts are not added to the collection, such as:

- Duplicate titles
- Earlier editions
- Material that does not support our academic mission
- Items in poor condition
- Out of date content
- Periodicals

Lamson Library reserves the right to accept or decline any gift. The gifts not being selected to include in the library collection cannot be returned to the donor.

H. COLLECTION MAINTENANCE

1. **Assessment and Evaluation**

Collection evaluation is an essential component of Collection Development. It provides a means to assess the utility of a library’s collections to its users, as well a more accurate picture of the size, nature, quality, depth, and physical state of collections; a means of ascertaining unmet needs; a tool for allocating resources more effectively; in effect, a gauge of how well the collections’ goals and objectives are being met.

Specifically, the Library needs to measure how well, in breadth and depth, the collection provides appropriate subject materials required by the university’s academic programs; whether the collections meet the appropriate standards for accreditation; and whether the collections generally meet expected informational and cultural needs of a reasonably well-educated university graduate.

Currently, collection evaluation includes some of the following activities, both quantitative and qualitative:

Collection-centered measures: Periodic shelf-reading; volume count by subject classification breakdown; Interlibrary Loan statistics for requested titles, checking holdings against standard bibliographies.
Client-centered measures: statistical use studies, including circulation data by individual title, and subject class; analysis of online catalog searching; in-house use count; and subjective user surveys.

The Library’s goal is to more fully utilize the vast statistics-generating capabilities of its integrated online system, to measure and analyze the collections, both quantitatively and qualitatively, in more useful detail.

2. **Weeding**

**Library Philosophy on Weeding**
Numbers, or volume count, do not in themselves provide the definitive measure of quality or effective use of library collections. Weeding, or the removal of materials, is an essential part of collection management, which helps ensure the currency, vitality, relevance, and accessibility of the collection. Because of its importance to collection management, the Library will follow a plan for systematic weeding.

**Criteria for Weeding**
While each individual librarian may apply unique criteria to specific formats or collections, in general the Library will employ the CREW method (Continuous Review, Evaluation, Weeding), a collection management tool used by many libraries to provide a smooth, ongoing procedure for evaluating materials in the collection. The Library Weeding Process and Procedure document contains more detailed information.

I. **RESOURCE SHARING, COOPERATIVE PLANS**

Lamson Library supports in theory, spirit, and practice, cooperative activities which provide its users with library resources unavailable on-site, unobtainable within current budgetary limitations, or that fall outside primary collection goals. While recognizing that local collections must first support local needs and priorities, the Library’s support of cooperative activities is based on the commitment to improved service through wider access to information. Cooperation should not be promoted merely as a way of saving money.

The Library does not have any formal cooperative collection development agreements for print materials with other libraries in the state or region. Such programs usually entail agreements to concentrate on collecting in certain subject areas at the expense of others, and do not serve immediate local curricular needs. However, the Library has various cooperative ventures with UNH, Keene State, or the State Library concerning access to some online resources.

As a member of the New Hampshire College and University Council (NHCUC), Lamson Library students and faculty benefit from reciprocal borrowing privileges from 13 academic libraries in the State, including the University of New Hampshire, as well as document delivery services.

The Library also participates in OCLC’s Interlibrary Loan service, which provides students and faculty with access to the holdings of over 6,000 academic and research libraries throughout the country. The Library uses the most up-to-date technology to quickly and efficiently provide documents not owned by Plymouth State to faculty, staff and students.
ADDENDA

LAMSON LIBRARY MISSION STATEMENT

The mission of Lamson Library is to provide print and digital resources, instruction, services, and facilities to support and improve the teaching, learning, scholarship, and research mission of Plymouth State University.

In its selection, acquisition, and access policies and procedures, Lamson Library supports the spirit and the letter of the following statements by the American Library Association, which are reproduced here from their publication, *Intellectual Freedom Manual*, 5th edition, published in 1996.

**LIBRARY BILL OF RIGHTS**

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove books from sale, to censor textbooks, to label "controversial" books, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to avoid the subversion of politics and the corruption of morals. We, as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such attempts rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow-citizens.

We trust Americans to recognize propaganda, and to reject it. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

We are aware, of course, that books are not alone in being subjected to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio and television. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.

And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with stress.

Now as always in our history, books are among our greatest instruments of freedom. They are almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. They are the natural medium for the new idea and the untried voice from which come the original contributions to social growth. They are essential to the extended discussion which serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures towards conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.
We therefore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those which are unorthodox or unpopular with the majority.

   Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept which challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. Publishers, librarians and booksellers do not need to endorse every idea or presentation contained in the books they make available. It would conflict with the public interest for them to establish their own political, moral or aesthetic views as a standard for determining what books would be published or circulated.

   Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. It is contrary to the public interest for publishers or librarians to determine the acceptability of a book on the basis of the personal history or political affiliations of the author.

   A book should be judged as a book. No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish which draws up lists of writers to whom it will not listen, whatever they may have to say.

4. There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

   To some, much of modern literature is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters taste differs, and taste cannot be legislated; nor can machinery be devised which will suit the demands of one group without limiting the freedom of others.

5. It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing the book or author as subversive or dangerous.

   The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.
6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.

   It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concepts of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one.

   The freedom to read is of little consequence when expended on the trivial; it is frustrated when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of their freedom and integrity, and the enlargement of their service to society, requires of all publishers and librarians the utmost of their faculties, and deserves of all citizens the fullest of their support.

   We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of books. We do so because we believe that they are good, possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

The heritage of free men is ours.

In the Bill of Rights to the United States Constitution, the founders of our nation proclaimed certain fundamental freedoms to be essential to our form of government. Primarily among these is the freedom of expression, specifically the right to publish diverse opinions and the right to unrestricted access to those opinions. As citizens committed to the full and free use of all communications media and as professional persons responsible for making the content of those media accessible to all without prejudice, we, the undersigned, wish to assert the public interest in the preservation of freedom of expression.

Through continuing judicial interpretations of the First Amendment to the United States Constitution, full freedom of expression has been guaranteed. Every American who aspires to the success of our experiment in democracy—who has faith in the political and social integrity of free men—must stand firm on those Constitutional guarantees of essential rights. Such Americans can be expected to fulfill the responsibilities implicit in those rights.

We, therefore, affirm these propositions:

1. We will make available to everyone who needs or desires them the widest possible diversity of views and modes of expression, including those which are strange, unorthodox, or unpopular.

   Creative thought is, by its nature, new. New ideas are always different and, to some people, distressing and even threatening. The creator of every new idea is likely to be regarded as unconventional—occasionally heretical—until his idea is first examined, then refined, then tested in its political, social, or moral applications. The characteristic ability of our governmental system to adapt to necessary change is vastly strengthened by the option of the people to choose freely from among conflicting opinions. To stifle nonconformist ideas at their inception would be to end the democratic process. Only through continuous weighing and selection from among opposing views can free individuals obtain the strength needed for intelligent, constructive decisions and actions. In short, we need to understand not only what we believe, but why we believe as we do.

2. We need not endorse every idea contained in the materials we produce and make available.

   We serve the educational process by disseminating the knowledge and wisdom required for the growth of the mind and the expansion of learning. For us to employ our own political, moral, or esthetic views as standards for determining what materials are published or circulated conflicts with the public interest. We cannot foster true education by imposing on others the structure and content of our own opinions. We must preserve and enhance the people’s right to a broader range of ideas than those held by any librarian or publisher or church or government. We hold that it is wrong to limit any person to those ideas and that information another believes to be true, good, and proper.

3. We regard as irrelevant to the acceptance and distribution of any creative work the personal history or political affiliations of the author or others responsible for it or its publication.

   A work of art must be judged solely on its own merits. Creativity cannot flourish if its appraisal and acceptance by the community is influenced by the political views or private lives of the artists or the creators. A society that allows blacklists to be compiled and used to silence writers and artists cannot exist as a free society.

4. With every available legal means, we will challenge laws or governmental action restricting or prohibiting the publication of certain materials or limiting free access to such materials.

   Our society has no place for legislative efforts to coerce the taste of its members, to restrict adults to reading matter deemed suitable only for children, or to inhibit the efforts of creative persons in their attempts to achieve artistic perfection. When we prevent serious artists from dealing with truth as they see it, we stifle creative endeavor at its source. Those who direct and control the intellectual development of
our children--parents, teachers, religious leaders, scientists, philosophers, statesmen--must assume the responsibility for preparing young people to cope with life as it is and to face the diversity of experience to which they will be exposed as they mature. This is an affirmative responsibility that cannot be discharged easily, certainly not with the added burden of curtailing one's access to art, literature, and opinion. Tastes differ. Taste, like morality, cannot be controlled by government, for governmental action, devised to suit the demands of one group, thereby limits the freedom of all others.

5. We oppose labeling any work of literature or art, or any persons responsible for its creation, as subversive, dangerous, or otherwise undesirable.

Labeling attempts to predispose users of the various media of communication, and to ultimately close off a path to knowledge. Labeling rests on the assumption that persons exist who have a special wisdom, and who, therefore, can be permitted to determine what will have good and bad effects on other people. But freedom of expression rests on the premise of ideas vying in the open marketplace for acceptance, change, or rejection by individuals. Free men choose this path.

6. We, as guardians of intellectual freedom, oppose and will resist every encroachment upon that freedom by individuals or groups, private or official.

It is inevitable in the give-and-take of the democratic process that the political, moral, and aesthetic preferences of a person or group will conflict occasionally with those of others. A fundamental premise of our free society is that each citizen is privileged to decide those opinions to which he will adhere or which he will recommend to the members of a privately organized group or association. But no private group may usurp the law and impose its own political or moral concepts upon the general public. Freedom cannot be accorded only to selected groups for it is then transmuted into privilege and unwarranted license.

7. Both as citizens and professionals, we will strive by all legitimate means open to us to be relieved of the threat of personal, economic, and legal reprisals resulting from our support and defense of the principles of intellectual freedom.

Those who refuse to compromise their ideals in support of intellectual freedom have often suffered dismissals from employment, forced resignations, boycotts of products and establishments, and other invidious forms of punishment. We perceive the admirable, often lonely, refusal to succumb to threats of punitive action as the highest form of true professionalism: dedication to the cause of intellectual freedom and the preservation of vital human and civil liberties.

In our various capacities, we will actively resist incursions against the full exercise of our professional responsibility for creating and maintaining an intellectual environment which fosters unrestrained creative endeavor and true freedom of choice and access for all members of the community.

We state these propositions with conviction, not as easy generalizations. We advance a noble claim for the value of ideas, freely expressed, as embodied in books and other kinds of communications. We do this in our belief that a free intellectual climate fosters creative endeavors capable of enormous variety, beauty, and usefulness, and thus worthy of support and preservation. We recognize that application of these propositions may encourage the dissemination of ideas and forms of expression that will be frightening or abhorrent to some. We believe that what people read, view, and hear is a critically important issue. We recognize, too, that ideas can be dangerous. It may be, however, that they are effectually dangerous only when opposing ideas are suppressed. Freedom, in its many facets, is a precarious course. We espouse it heartily.

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Adopted June 25, 1971, by the ALA Council.
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